Overall Survey

Dimension	Indicator	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
		"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
1	A. Staff, students and parents share a commitment to creating inclusive learning experiences for all students.	1. Everyone works together to make sure all students feel included.	1. Everybody works together so that all students feel like they belong.	1. My teachers, my family and I worked together so that all students feel included.	1. Share a commitment with families and students to create inclusive learning experiences.	1. Staff, students and parents share a commitment to creating inclusive learning experiences for all students.
	D. All school staff take responsibility for success of all students in the school.	2. Staff care about the success of all students.	2. All of the adults want me to do well.	2. Adults care about my success.	2. Take responsibility for the success of all students in our school.	2. All staff take responsibility for the success of all students.
	G. There are high expectations for all students.	3. Teachers have high expectations for all students.	3. Teachers expect me to always try my best.	3. Teachers have high expectations for all students.	3. Have high expectations for all our students.	3. There are high expectations for all students.
	M. The school community counters all forms of racism and discrimination.	4. Staff take action to counter all forms of racism and discrimination.	4. It is important to treat everyone fairly.	4. It is important to treat everyone fairly.	4. Take action to counter all forms of racism and discrimination.	4. Take action to counter all forms of racism and discrimination.

Dimension	Indicator	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
		"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
2	A. The school welcomes and takes responsibility for all students from the neighbourhood/local area.	5. All students from the neighbourhood are welcome.	X	X	5. Welcome and take responsibility for all students from the neighbourhood/local area.	5. We welcome and take responsibility for all students from the neighbourhood/local area.
	B. All staff, students and their families have a sense of belonging to the school community.	6. Families feel like they belong to the school community.	5. I feel like I belong.	5. I feel like I belong.	6. Believe that families and students have a sense of belonging to the school community.	6. All staff, students and their families have a sense of belonging to the school community.
	E. Staff and students treat one another with respect.	7. Staff and student interactions are respectful.	6. Staff and students treat each other respectfully.	6. Staff and students treat each other respectfully.	7. Treat our students respectfully and our students treat us respectfully.	7. Staff and students treat one another with respect.
	H. Students support each other.	8. Students support each other.	7. Students support each other.	7. Students support each other.	8. Ensure that students support each other.	8. Students support each other.
	M. The school building is physically accessible to all people.	9. The building is physically accessible to everyone.	X	8. The building is physically accessible to everyone.	9. Believe that the school building is physically accessible to all people.	9. The school building(s) is/are physically accessible to all people.

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		"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
3	A. Differentiated instruction is an integral part of classroom practice.	10. Teachers use differentiated instruction to meet the diverse learning needs of all students.	8. Teachers make sure all students in the class can learn.	9. Teachers make sure all students in the class can learn.	10. Use differentiated instruction to meet the diverse learning needs of all students.	10. Differentiated instruction is an integral part of classroom practice.
	F. Ongoing assessment identifies when students are in need of additional supports, interventions and services.	X	X	X	11. Use ongoing assessments to identify where students need additional supports, interventions and services.	11. Ongoing assessment identifies when students are in need of additional supports, interventions and services.
	G. Teaching staff have access to consultation and support from specialists that will help them meet the diverse needs of all students.	X	X	X	12. Have access to consultation and support from specialists that will help us meet the diverse needs of all students.	12. Teaching staff have access to consultation and support from specialists who help them meet the diverse needs of all students.

Dimension	Indicator	Parents "At my child's school…"	Students grades 4-6 "At my school…"	Students grades 7-12 "At my school…"	Staff "My colleagues and I…"	Leaders "In my school/authority…"
	J. Assistive technologies, including communication devices, are used to support individual students.	11. Assistive technologies are available to help students who need them.	X	10. Technologies are there to help students that need them.	13. Use assistive technologies, including communication devices, to support individual students.	13. Assistive technologies, including communication devices, are used to support individual students.
	N. Supports and interventions are in place to reduce problem behaviours, including bullying.	12. There are supports in place to reduce problem behaviors.	9. Teachers try to help students who have problems.	11. There are supports available for students who have problems.	14. Ensure supports and interventions are in place to reduce problem behaviours, including bullying.	14. Supports and interventions are in place to reduce problem behaviours, including bullying.
4	C. Learning experiences are designed to tap into the strengths and interests of all students.	13. Learning experiences tap into the strengths and interests of all students	10. The things we do in class are interesting.	12. There are opportunities to learn in ways that are interesting to me.	15. Design learning experiences to tap into the strengths and interests of all students.	15. Learning experiences are designed to tap into the strengths and interests of all students.
	H. Teachers provide explicit strategy instruction so that students develop a repertoire of learning strategies.	14. Students develop strategies to help them learn.	11. I learn different ways to do my work.	13. I learn different ways of getting my work done.	16. Provide explicit strategy instruction so that students develop a repertoire of learning strategies.	16. Teachers provide explicit strategy instruction so that students develop a repertoire of learning strategies.

Survey Item Cross Reference Chart
Overall Survey

Dimension	Indicator	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
		"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
	I. Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.	15. Students get to work with different groups of their peers and learn from their ideas.	12. I get to work with lots of other students.	14. I get to work with many different students.	17. Provide students with opportunities to interact with a variety of peers and benefit from multiple perspectives.	17. Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.
	N. Students have multiple ways to demonstrate their learning and growth.	16. Students can show their learning and growth in multiple ways.	13. I can show what I learn in different ways.	15. I can show what I have learned in different ways.	18. Provide students with multiple ways to demonstrate their learning and growth.	18. Students have multiple ways to demonstrate their learning and growth.
5	B. Parent engagement is encouraged and valued by school staff.	17. Parent involvement is encouraged and valued by staff.	X	X	19. Value and encourage parent engagement in the school.	19. Parent engagement is encouraged and valued by school staff.
	F. There are meaningful opportunities for community involvement in the school.	18. The community is involved.	14. People from the community come to our school and classroom.	16. People in my community get involved in different ways.	20. Provide meaningful opportunities for community involvement in the school.	20. There are meaningful opportunities for community involvement.